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A FOLLOW-UP STUDY OF SPECIAL-CLASS PUPILS
IN A COMMUNITY SUBURBAN TO
A LARGE METROPOLITAN CITY

THEESIS

Submitted by

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(A. B. Emmanuel College 1925)

In partial fulfillment of requirements for
the degree of Master of Education

1948

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Gift of M.M. Kinneen
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given a chance to overcome my CHAPTER I inferiority but right here
action, if they had been properly educated.

THE PURPOSE AND SCOPE OF STUDY

The purpose of this study was to determine how the boys and girls who have been members of special classes in a community suburban to a large metropolitan city have become adjusted vocationally and socially. It has been undertaken to find out if the needs of such children to enable them to become upright citizens, self-supporting and independent were being met. It was also of interest to discover what per cent of delinquency was appearing among them.

Martens¹ (42) has asserted that "there can be no strength and security in America unless there is security for her weakest citizens--the weak of body, the weak in mind, the weak in emotional stability."

"The weak in mind" have been referred to as the mentally retarded or subnormal. This community has maintained two special classes for the instruction of its subnormal children. One class has been established for the younger children in one of the elementary schools. This class has served the purpose of providing help for those children who were considerably below grade level and have been unable to progress successfully in a regular grade. These children have been visited regularly by the art, music and physical education supervisors and have taken part in the various activities carried on in the building throughout the year. By having been allowed to participate in the building activities, the children have been

¹ Elise H. Martens, "Education for a Strong America," Journal of Exceptional Children, Vol. 8-9, November, 1941, p. 36.

given a chance to overcome any feeling of inferiority that might have arisen, if they had been completely segregated.

The other special class has been maintained for the older children in another elementary school, and has been called the Junior High Special Class. The hours of the class have corresponded to those of the regular Junior High School. Here the students have been given, besides special help in the tool subjects, an opportunity for industrial arts. Those students who have attained a seventh-grade level have been advanced to the regular Junior High School. Those whose mentalities were lower and who were unable to meet the requirements for Junior High have remained in this class, the majority having left when they had reached the age of sixteen.

Ingram¹ (10) has expressed the opinion that "a school program for the education of the mentally retarded is not complete without some provision for follow-up after the period of schooling."

Hollingworth² (8) has stated that "the defective if left to his own supervision is much more likely than is the average person to fall into trouble, to 'lose his job,' and to become dependent in spite of the specific skills he has acquired by training."

In order to find out if this community has been meeting the needs of its subnormal children, it seemed expedient to study their after-school life.

¹Christine P. Ingram, "Education of the Slow-learning Child," p. 384.

²Leta S. Hollingworth, "Psychology of Subnormal Children," p. 284.

CHAPTER II

REVIEW OF THE LITERATURE

In 1896, under the direction of H. S. Tarbell, superintendent of schools in Providence, Rhode Island, the first special class in America was established. In 1898, there were special classes started in Springfield, and in Boston in 1899.

The Massachusetts Legislature passed a law in 1919 which requires that all cities and towns having ten or more children three years mentally retarded establish special classes to instruct these children.

Martens¹ (22) maintained that the wise and skillful teacher knows that the child's education consists "of the development of those capacities which the child possesses to the end that he may live happily as a social being in a social world." She continued, "A person who is physically fit, socially and morally minded, industrially capable of even the simplest job, able to give expression to whatever talents he may possess, and withal of a contented spirit is the vision we need to have for the retarded child grown up."²

Follow-up studies have revealed how many of these former special-class students have become socially adjusted, their success of finding employment, the types of jobs they have been able to fill, their earning ability, the reasons and circumstances affecting the steadiness of employment, and the degree to which the school has aided in their vocational

¹Elise H. Martens, "Teachers' Problems with Exceptional Children," III, p. 15.

²Ibid., p. 21.

and social adjustment.

One of the earliest of these follow-up studies was made by ~~udy of~~ Mabel A. Matthews (43), head social worker at the Massachusetts School for the Feeble-minded, in 1922. One hundred institutionally trained male defectives were chosen, not as a selected group but because they were within easy reach of the school.

Her findings showed that:

1. All of the adults except two were found to be self-supporting.
2. The majority worked as laborers or helpers in factories.
3. Only three of the group had ever been arrested.

The author of this study felt that "with continued friendly, helpful supervision, free from humiliating circumstances, the average feeble-minded boy, properly brought up and trained to work, can live in the community and play his part there."¹

An interesting report was made by Hill² (21) in regard to training the feeble-minded for social competence. She stated that a mother because of an added financial burden was obliged to take her two feeble-minded boys who had both matured to manhood, home from the institution where they had been living for a number of years. "The mother was able to visualize the needs and possibilities of her two boys and to make and keep them part of the social life of their community by giving them the opportunity of being useful and active." If she had not been able to do this they might have "forfeited their place socially and been an uncontrollable problem."

¹Mabel A. Matthews, "One Hundred Institutionally Trained Male Defectives in the Community under Supervision," Mental Hygiene, Vol. 6, p. 342.

²H. F. Hill, "Training for Social Competence," The Training School Bulletin, Vol. 43, p. 124.

Thomas (23), director of the Department of Educational Research and Guidance of the Public Schools in Springfield, made a follow-up study of eighty-eight boys and fifty-four girls who had been special-class pupils in Springfield. Among his findings he reported that:

1. The boys of this group between the ages of sixteen and twenty-one had fewer jobs than the girls of the same age.
2. The longest idle period for both boys and girls was the period before obtaining the first job.
3. At no time was a large proportion of either group found unemployed.
4. Most of the pupils were performing unskilled jobs.

He also pointed out the importance of home economic and shop courses as good job preparation for these pupils and recommended a job-placement teacher who would know both the special-class pupils and the employment conditions of the community.

A very significant study of the industrial adjustment of former special-class pupils from various parts of the country was reported by the Children's Bureau of the United States Department of Labor. Channing (20), associate director, investigated 949 persons who had attended special classes and been out of school from three to seven years. They were from Rochester, Newark, Detroit, Cincinnati, Los Angeles, San Francisco, and Oakland. Their schooling had consisted of simple academic subjects such as reading, spelling, arithmetic, English, and physical and industrial training. About 94 per cent of these persons had been employed for some time after leaving school, 75 per cent claimed to have been employed more than one-half of the time, and 40 per cent stated that they had worked as much as three-fourths of the period. Those persons who had done well in handwork in school were the ones who were employed

more regularly than those who had done poor handwork. Education beyond the fourth grade was necessary in only 5 per cent of the jobs. Most of the jobs required little or no preparation, but those who had formed good work habits in school were the most successful in finding steady employment. Channing (20) also stated that there seemed to be no relation between the I. Q. level and the amount of employment, but those of a higher I. Q. received higher wages and more increases in wages than those of lower mentality. The reasons for their unemployment were vague and indefinite, and no statistics could be compiled because of the lack of real evidence. About 50 per cent had had no assistance in obtaining their first jobs, and approximately 48 per cent said that they had received help from friends or relatives in getting employment. The study recommended that there should be further development of special training for the mentally deficient. It also recommended the development of a system of placement and supervision for pupils from special classes.

Similar results in regard to the correlation of success in handwork in school with success in employment were obtained by Kellogg (55) who made a follow-up study of one hundred males who had spent some time in the special classes of the Newton Public Schools. She was in agreement with Channing (20) that those persons who when at school had been trained in good work habits were most successful in being steadily employed. The author found that at the time of the investigation forty-two were unemployed, thirty-eight were employed full time, seven employed part time, and the remaining thirteen were either in school, in C. C. C. camps, or in institutions. The majority of those employed were found to be doing

unskilled work. Those steadily employed had an average I. Q. 3.83 points higher than the average of the entire group. The majority of the persons studied were from homes of foreign background where the standard of living was low. Thirty-five were found to have court records. The author recommended "a follow-up program to serve as a means of evaluation of educational and guidance procedures."¹ She also recommended the importance of "a post school record card called a 'Follow-up Record Card.'"²

An unusual opportunity was given to Fairbank (32) of the Johns Hopkins Hospital to study a group of persons who seventeen years before had been identified as subnormal and in need of special training. In 1914, Dr. Adolph Meyer organized a survey of pupils in the Locust Point District of Baltimore. This section was chosen because it was ideal for the observation of community life within a large city and because its industrial centers were favorable to follow-up work. From among 1,281 children, 166 pupils were found to be subnormal and "the expectations regarding their future was none too hopeful."³

When 122 of these 166 persons were located seventeen years later by Dr. Fairbank, three-fourths of them were found to be self-supporting. The majority were unskilled laborers, working in factories and railroad yards. Thirty-seven of them either owned or were buying their own homes, nineteen were saving money, and there were evidences of other signs of thrift. There were some in poverty-stricken homes, but in most cases the homes were

¹ Roberta M. Kellogg, "A Follow-up Study of One Hundred Males Who Spent Some Time in the Special Classes of Newton, Massachusetts," Unpublished Master's Thesis, Boston University, 1941, p. 76.

² Ibid., p. 77

³ Ruth E. Fairbank, "The Subnormal Child - Seventeen Years After," Mental Hygiene, Vol. 17, No. 2, April 1933, p. 177

fairly comfortable.

In order that her study have a scientific value and that the conclusions might not be too optimistic, Dr. Fairbank (32) chose a control group of ninety persons who had been identified as normal in Dr. Meyer's previous survey and made a follow-up study of this group to contrast the results with those of the subnormal group.

The following contrasts were obtained:

1. There were more marriages, children and divorces in the subnormal group.
2. Prostitution and illegitimacy were more frequent among the subnormal.
3. None of the control group needed financial aid, whereas about 10 per cent of the subnormals were receiving assistance.
4. Living conditions among the normal were much more comfortable than among the subnormal, but about as many subnormals as normals were self-supporting.
5. About two-thirds of the normal group had superior jobs, and about the same proportion were laborers in the subnormal group.
6. Most of the subnormals did not go beyond the fifth grade in school, whereas many of the normals finished high school and some went to college.

The findings showed that the normal group was superior to the subnormal.

It appeared from this study, however, that the mentally deficient are not economically dependent and that a favorable environment is influential in helping and guiding them toward vocational success and social adjustment.

A study carried out in a somewhat similar manner to Fairbank's study was made by Baller (26). He wished to find out if "persons of comparatively limited intelligence were more apt to be anti-social and destructive or

more susceptible to bad moral influence than persons of average intelligence."¹ He wanted to know if "they were able to provide for themselves economically under varying degrees of supervision and regulation."¹ He investigated one hundred ninety-six boys and girls in the subnormal group and two hundred two in the normal or control group. He found that 61 per cent of the subnormal group were unable to hold steady employment and had histories of short-term and infrequent occupations. Thirty-nine per cent held jobs with reasonable success, while 83 per cent were self-supporting to some extent. There were from three to seven times as many breaches of the law charged against the subnormal as against the control group. It must be considered, the author stated, that the subnormal group had poor home backgrounds, greater difficulties in securing employment and "more frequent residence in undesirable neighborhoods."² He claimed that his findings were not so optimistic as those of Fairbank (32), but that the results justified conclusively that the mentally deficient have provided livings for themselves and are getting along with their fellow men better than early prognoses had indicated, and "that it is possible for many to remain law-abiding and useful citizens."³

Another significant and worthwhile study was undertaken by Abel (25) for the purpose of finding out the extent of success in industry and the factors leading to the success of a group of subnormal girls. These girls had received from one to two years' training in the simpler processes of

¹Warren Robert Baller, "A Study of the Present Social Status of a Group of Adults who, when they were in Elementary Schools were Classified as Mentally Deficient," Genetic Psychology Monographs, Vol. 18, No. 3, June 1936, p. 171.

²Ibid., p. 235

³Ibid., p. 239

the women's garment trades.

The Manhattan High School for Women's Garment Trades has run adjustment classes for girls from fifteen to sixteen years of age who have been unable to finish elementary school. A group of eighty-four girls who had left school at seventeen years was selected from the adjustment classes, and was carefully followed up over a period of three and one-half years. The study, divided into three separate periods, was begun in the fall of 1936 and continued until February of 1940. Several visits to each girl's home was made by a social worker, and reports from the girls' employers were also obtained. The author herself interviewed each girl before she left school and after she had gone to work.

As a result of the investigation, it was found that 55 per cent of the group of subnormal girls studied was self-supporting and steadily employed.

The following factors were considered by the author to be the most important in contributing to their success:

1. A stable home in which the girl is not rejected to any marked degree
2. Ambition and self-respect
3. Careful placement in a job commensurate with interest, ability and training
4. Guidance and encouragement and being treated with patience, especially during the initial work period
5. "Luck" in securing an adequate initial job ¹

The author also stated that it is unfortunate that all of these stabilizing factors are not found among all of the subnormals. The fact that they are found among so many of them "shows us that subnormal girls

¹T. M. Abel, "A Study of a Group of Subnormal Girls Successfully Adjusted in Industry and the Community," American Journal of Mental Deficiency, Vol. 45, 1940, p. 72.

need not necessarily be liabilities, but can take their place in industry and the community as can girls of higher levels of intelligence."¹

Feeling the need of a survey of work opportunities in the community, Hopkinson (53) undertook and completed a most unusual study. The purpose of her study was "to ascertain the value of vocational training in the plastic field for the mentally retarded and to determine whether such training could be successfully taught in a prevocational class."² A survey was made of all former prevocational pupils who had left school between September 1937 and September 1943. There were 175 such persons, 104 boys and 71 girls. It was found that 146 of the group were in industry, and 136 of these were employed in plastic factories.

The author was instrumental in having plastic machines installed in the schools and was able to introduce the training in the plastic field.

The experiment proved that vocational plastic training could be taught successfully in the classroom and that the teacher did not need previous plastic training to teach the class successfully.

The author felt that plastic training teaches the pupil:

1. To achieve manual dexterity
2. To learn the handling of machinery
3. To grow in appreciation of color and design and helps to bring out his creative ability
4. To build confidence which comes only with the experience of success

She claimed that training is valuable and necessary for the

¹Ibid., p. 72.

²Hilda May Hopkinson, "Vocational Training in Plastics for Pre-vocational Classes," Unpublished Master's Thesis, Boston University, 1944, p. 158.

subnormal individual because it appeared that those trained find work and remain at one job; while those untrained change work many times.

Realizing the necessity of aiding her special-class pupils to make a gradual adjustment from school life to occupational life, Keefe (54) carried out a study of the relation and application of integrated handwork skills for a group of mentally-retarded boys between the ages of fourteen and sixteen. The plan covered a period of "teaching, guiding, visiting, job analysis, and part-time placement"¹ over a period of ten months. The need for and appreciation of all kinds of labor was shown to her pupils. This was in agreement with Featherstone (6) who said, "The teacher needs to be realistic because the slow learner, himself, is often anything but realistic in his outlook on the world of work. . . . Familiarity with the work of the bus boy, the machine operator, the waitress and the gardener should take precedence over familiarity with the work of the air pilot, the secretary, the nurse and the doctor."² Some of the other objectives that Keefe endeavored to impart to her pupils were:

1. To realize the need for promptness, courtesy, cooperation and responsibility on the job
2. To know how to obtain records before applying for a job
3. To know the agencies responsible for obtaining jobs

¹ M. V. Keefe, "The Relation and Application of Integrated Handwork Skills to Occupational Skills for an Advanced Group of Mentally Retarded Boys," Unpublished Master's Service Paper, Boston University, 1945, p. 1.

² William B. Featherstone, "Teaching the Slow Learner," p. 39.

¹ M. V. Keefe, "The Relation and Application of Integrated Handwork Skills to Occupational Skills for an Advanced Group of Mentally Retarded Boys," Unpublished Master's Service Paper, Boston University, 1945, p. 12.

4. To know how to fill out an application blank
5. To know how to participate in an interview.
6. To be able to decide what type of job suits ~~on the hand~~
him best¹

The author of this study found that the work experiences gave evidence that the majority of boys were anxious to work and that they were content to remain on a simple type of job which gave them a small measure of success. Strength, dexterity, and coordination were included among the skills required for the semi-skilled or unskilled occupations for which these persons were fitted. The author suggested that a coordinator enlist the aid of the Chamber of Commerce and social organizations of the locality to find suitable places of employment for former special-class pupils.

In 1929, Myra E. Shimberg and Wally Reichenberg (47) studied a group of subnormal children from the Judge Baker Foundation who had been under supervision for a period of five and one-half years. They wished to determine and evaluate the social adjustment of such children. There were 189 defective children in the group, 103 boys and 86 girls. It was found that the background of the individual--his home conditions, heredity, race and physical make-up--seemed to have little relationship to success and failure. There was a definite, positive relationship, however, between good personality traits and success. It was also found that sixty-six of seventy-one cases succeeded under good supervision. The study concluded that if the defective is given individual study and supervision

¹M. V. Keefe, "The Relation and Application of Integrated Handwork Skills to Occupational Skills for an Advanced Group of Mentally Retarded Boys," Unpublished Master's Service Paper, Boston University, 1945, p. 124.

he can become a "positive asset in the community."¹

The personality make-up of the mentally retarded from the standpoint of social rehabilitation was found to be of importance by Lurie, Schlan and Freiberg (41) who made two surveys to study the progress of a group of seventy-two feeble-minded children who were recommended to the neuropsychiatric clinic of United Jewish Social Agencies for further study. Social and vocational guidance as well as various forms of occupational and medical therapy were recommended to fifty-one of these children, and four were committed to institutions. The remaining seventeen of the original group failed to report to the clinic, so were not available for guidance.

After eight years, the second survey was undertaken to determine the present status of each case. Some of the results were:

1. 60 per cent of the fifty-five children made a complete social adjustment; 26.6 per cent made a partial social adjustment; and 16.4 per cent made no adjustment.
2. 70 per cent were gainfully employed.
3. Girls changed their positions much less frequently than boys.
4. Good home influences were found to be a distinct factor in permitting social adjustment.
5. Good health appeared to be a determining factor².

The authors concluded that "the majority of feeble-minded children

¹ Myra E. Shimberg and Wally Reichenberg, "The Success and Failure of Subnormal Children in the Community," Mental Hygiene, Vol. 17, July 1933, p. 465.

² L. A. Lurie, L. Schlan and M. Freiberg, "A Critical Analysis of the Progress of Fifty-five Feeble-minded Children over a Period of Eight Years," American Journal of Orthopsychiatry, Vol. 2, January 1932, pp. 68-69.

are potential assets who can be converted into real assets if the proper therapeutic measures are instituted."¹

Broyer (51) in a survey of one hundred special-class boys and girls who had attended the special classes in Wellesley pointed out that personality, relationship with other men and adjustment to changing environment were important elements in receiving promotions in the service. Among the findings of this survey were the following significant points:

1. The standard of living was good in the majority of homes and above average in twenty-two homes.
2. Seventy-four had attended school beyond the special class, either Junior High or Senior High.
3. Seventy-three reported that they had worked some time since leaving school while nine reported they had never worked.
4. Forty-five different kinds of employment, mostly of the unskilled type, were listed for those out of school permanently.
5. The average weekly wages for the group were about thirty-five dollars.
6. Thirty-eight boys were in our country's service².

The writer of this survey recommended a bureau of vocational and social guidance for all persons who were former special-class pupils; a continuous follow-up program; a Follow-up Record Card; and a more united correlation of the efforts of school, home and community.

¹Ibid., p. 69

²D. V. Broyer, "A Follow-up Study of One Hundred Handicapped Boys Who Attended Special Classes in Wellesley, Massachusetts," Unpublished Master's Service Paper, Boston University, 1944, pp. 75-76.

²Bernardine G. Schmidt, "The Rehabilitation of Handicapped Adolescents," School and Society, Vol. 62, December 1945, p. 410.

Another interesting follow-up study was done by McKeon (56). A group of 210 boys was taken from a complete list of 1,035 who had been special-class pupils in Worcester. The name of every fifth boy was taken from this list. As a result, the group selected was considered a good representative sampling. The author found that more than half of the group had served their country during World War II. There were thirty-three in the group who had married, and with the exception of one, all were well-adjusted vocationally and socially and were found to be capable of supporting themselves and their families. A little more than 5 per cent of the 210 boys studied had found success above the level of special class, but the majority of them were employed at unskilled or semi-skilled work. They were found to be willing and industrious workers and three-fourths of them showed no delinquent tendencies. The author recommended "a follow-up system to help these people in the early stages of their vocational adjustment."¹ ~~the 210 special classes were studied as well~~

Remarkable results were obtained from an experimental program for the mentally deficient in Terre Haute, Indiana, and reported by Schmidt (46). A group of children who had been identified as feeble-minded were given the opportunity to experience a school program that had been planned "to develop emotional stability, to further social interaction and to develop self-confidence and a sense of personal worth"² in a special center for

¹Rebecca M. McKeon, "A Follow-up Study of Special Class Boys in Worcester, Massachusetts," Unpublished Master's Thesis, Boston University, 1944, p. 67.

²Bernardine G. Schmidt, "The Rehabilitation of Feeble-minded Adolescents," School and Society, Vol. 62, December 1945, p. 410.

three years. A five-year post-school period of supervision and guidance was provided for these children. At the close of this five-year post-school period "only one person could be classified as permanently idle."¹ Schmidt (46) claimed that given a worthwhile educational curriculum and proper guidance during the adjustment period pupils classified as feeble-minded can become social assets.

In 1933, the Massachusetts Legislature authorized a survey under the direction of Dr. C. Stanley Raymond, superintendent of the Wrentham State School, and Arthur B. Lord (40), supervisor of Special Education in Massachusetts at that time and author of the survey, to determine the need of social supervision of children under twenty-one years of age who had attended special classes. The field work was done by four investigators, all experts in the fields of education and psychiatric social service. A group of 230 mentally retarded boys and girls between the ages of sixteen and twenty-one who had left special classes was studied as was also another group of 219 children who were then attending special class. These pupils and former special-class students were visited in their homes where they and members of their families were interviewed. Their records kept by the school department were studied and reports from members of the school staff were obtained. In many cases there had been interviews with the employers, police officers and pastors of the churches where the pupils attended. Some of the conclusions that were reached as a result of this survey were:

¹Ibid., p. 411.

1. A large number of special-class pupils were succeeding socially and vocationally.
2. Delinquency was not necessarily a characteristic of this group.
3. Training was found to be more important than academic learning.
4. Visiting teachers should be employed for the in-school group to provide pre-vocational guidance and for the out-of-school group to give advice and help.

Davies (5) has stated that the "mentally subnormal properly cared for do not develop criminalistic tendencies."¹ He further stated that "most of the mentally deficient have no innate propensities toward evil-doing is shown by the results obtained when society puts good rather than bad influences in their way."²

Bronner (27) made a report to the American Association on Mental Deficiency on follow-up studies of mental defectives. In this report she stated that in a study confined to one hundred delinquents, fifty of average intelligence were compared to fifty who were mentally deficient. In a group of first offenders, it was found that 54 per cent in the normal group were successful as compared to 59 per cent in the subnormal group. There were 35 per cent who were failures in the normal group as compared to 39 per cent of failures in the subnormal group.

Among the recidivists there were 16 per cent successes and 66 per cent failures in the normal group, compared to 20 per cent successes and 70 per cent failures in the subnormal group. The author claimed that

¹ Stanley Powell Davies, "Social Control of the Mentally Deficient," p. 171.

² Ibid., p. 179.

the outcomes of both groups were practically identical.

It was found that the defective delinquent as well as the delinquent of normal intelligence is more hopeful of treatment as a first offender than if he is allowed to fall again into crime.

If he should become a recidivist, however, the report stated that he is still as likely to succeed as is the delinquent of normal intelligence. This report seemed to indicate that although the mentally deficient may become delinquent, mental deficiency alone is not a cause of delinquency.

If the mental defective is given proper supervision and guidance, it would seem that he is just as likely to respond favorably as is the delinquent person of normal intelligence.

Doll (30) pointed out that the schools, courts and social agencies must make united efforts to aid the development of constructive social measures for the social adjustment of the mentally subnormal. Public-spirited leadership should "foster and promote more intelligent attitudes and more extensive facilities,"¹ that these less fortunate members of society may be allowed to become worthwhile members of the community.

Daly (52) stated that "a dull intelligence alone does not cause personality disorders."² If the dullard, however, is faced with standards of achievement and types of tasks with which he cannot cope as can the

¹Edgar A. Doll, "Social Adjustment of the Mentally Subnormal," Journal of Educational Research, September 1934, Vol. 28, p. 43.

²F. S. Daly, "Maladjustment and Delinquency," Unpublished Master's Thesis, Boston University, 1943, p. 68.

person of normal intelligence, the difficulties in the way of satisfactory adjustment are increased. "Provisions should be made for a continuing process of survey, appraisal and evaluation in each city out of which broadly-based, long-term planning for maladjustment control may properly develop."¹

In regard to the mentally deficient probationer or parolee, Yepsen (24) claimed that if his job placement is in a position where he can put to use the work experience and work habits he has developed and if his suggestibility is used to aid his adjustment; if direct suggestions are made to him; his vanity appealed to and much praise given him, he is not so likely to become a tool of the brighter delinquent. He stated that "properly identified, studied, trained and supervised, a greater per cent of mental deficient should be successful probationers and parolees."²

Metzner (44) has said that the mentally deficient "when understood and carefully taught to work, take pride in their achievement and develop a painstaking care in monotonous occupations. Few crave excitement, and if guarded from vicious characters will follow instructions explicitly and settle down to a contented, well-ordered habituated existence. In fact, the majority would lead comparatively useful lives if placed in a simple environment away from the complexity of the modern city."³

¹Ibid., p. 167.

²Lloyd N. Yepsen, "The Mentally Deficient Probationer and Parolee," The Training School Bulletin, Vol. 41, December 1944, p. 156.

³Alice B. Metzner, "Making Desirable Citizens of the Feeble-minded," Journal of Exceptional Children, Vol. 8-9, November 1941, p. 41.

SUMMARY OF THE FOLLOW-UP STUDIES AND LITERATURE

In the foregoing studies, it was found that the mentally defective can become self-supporting and independent. The majority found employment at semi-skilled or unskilled labor. Training in handwork was considered helpful, and the forming of good work habits while yet in school was shown to be important toward success. Specific training, such as that in the plastic field, was important in obtaining steady employment. Good personality traits and a favorable environment were found to contribute toward vocational success and social adjustment. It appeared that delinquency is not necessarily prevalent among the mentally deficient, and when he is guided toward the right he is susceptible to good influence. All the studies brought out the need of proper supervision and guidance for the mentally defective, and the majority recommended the need of some sort of placement bureau.

1. Name
2. Number of years spent in special classes
3. Academic level reached
4. Age at leaving school
5. School attended after leaving special classes
6. First job after leaving school
7. Why job was left
8. Number of jobs held
9. Job held for longest time
10. Job held at time of investigation
11. Earnings each week

CHAPTER III

THE PROCEDURE OF THE SURVEY

During the years between September 1935 and June 1946, one hundred sixty boys and girls had attended the special classes in this community. In this study the writer has attempted to investigate one hundred cases. The following procedure was used. Eighty-two persons were investigated by the writer, and eighteen who had been state wards were traced and interviewed with the help of state social workers.

A record blank containing the following questions was compiled for each student:

1. Name
2. Date of birth
3. Nationality
4. I. Q.
5. Number of years spent in special classes
6. Academic level reached
7. Age at leaving school
8. School attended after leaving special classes
9. First job after leaving school
10. Why job was left
11. Number of jobs held
12. Job held for longest time
13. Job held at time of investigation
14. Earnings each week

15. Method of obtaining first job
16. Periods of idleness
17. Marriage status
18. Served or now serving country
19. Suggestions of studies needed at school

The answers to the first eight questions were obtained from records kept in the offices of the two elementary schools. In order to obtain the answers to the remaining questions, a personal interview with each former student was necessary. By visiting the homes of these persons, the writer was able to obtain an insight as to the types of homes in which they lived. These homes were rated 1 to 5 on a scale as follows: Very Superior, Superior, Average, Inferior, or Very Inferior. This was the same method used by McKeon (56) in a follow-up study done in 1944 and taken from Terman's "Genetic Studies of Genius," Vol. I, page 75. None of the homes was considered Very Superior, 22 per cent were found to be Superior, 65 per cent Average, 7 per cent Inferior, and 6 per cent Very Inferior. Many of the homes within the average bracket were on farms and owned by the parents of the persons interviewed. They were rural dwellings, but in most cases clean and well cared for. Some of the houses were built on streets that have not been accepted by the town. In these instances it was difficult to reach the home, but often after traveling over very rough roads the writer would find an attractive, well-cared-for dwelling. Land in these out-of-the-way places could be purchased more reasonably than property nearer the center of the community. The fact that the parents of these students had bought their own homes and for the most part were living

on the land seemed to show that they were enterprising persons. Because they were so far from the center of the community, however, these children were likely to grow up very shy and diffident. Some of the parents were foreign-born and adhered to the customs of their mother country. Table XV in the analysis of data will show what per cent were from foreign-born parents and bi-lingual homes.

CHAPTER IV

TREATMENT OF THE DATA OF THIS STUDY

Social findings. At the time of this investigation, seventy-eight boys and twenty-two girls were studied. As is shown in Table I, nine boys were in the Navy and two were in the Army. More boys, as is shown in Table IX, served their country during World War II, but took their places in civilian life at the end of the war. Forty-six boys were working in or in the vicinity of this community, and four were still at school. Of the four boys who were still in school, two had been transferred to the Junior High School and the other two to a trade school. There were nine boys in institutions. Seven had been committed to institutions for the feeble-minded, one, an epileptic, was in an institution for epileptics, and one was committed to a state farm. Five boys were unemployed and staying at home, and three were dead. One had been killed in an automobile accident, another had died of pneumonia, and a third had been killed in action in France.

TABLE I

WHEREABOUTS OF THE SEVENTY-EIGHT BOYS
AT THE TIME OF THE INVESTIGATION

In Navy	9
In Army	2
Working	46
Still at school	4
In institutions	
State farm	1
Feeble-minded	7
Epileptic	1
At home	5
Deceased	3
Total	78

Of the twenty-two girls who were interviewed, nine were married and keeping house for their families. The other thirteen girls were single, and among these, six were working, one was at trade school, one committed to an institution for the feeble-minded, four were helping at home, and one had died of tuberculosis.

TABLE II

WHEREABOUTS OF THE TWENTY-TWO GIRLS
AT THE TIME OF THE INVESTIGATION

Single	
Working	6
Still at school	1
In institutions	
Reform	0
Feeble-minded	1
Epileptic	0
At home	4
Married	9
Deceased	1
Total	22

In Table III, the distribution of the I. Q.'s of the boys is given. The range was from 45 to 96. The great central group fell between 65 and 79 in I. Q. Above 85 I. Q. there were seven (8.97 per cent), and below 60 I. Q. there were four (5.13 per cent). The median I. Q. was 75. The seven boys whose I. Q.'s were above 85 had been placed in special class with the consent of their parents.

Of the I. Q.'s of the girls is presented. The range was from 52 to 86. The great central group fell between 69 and 79. Above 86 I. Q. there were three (13.64 per cent), and below 60 I. Q. there were two (9.09 per cent). The median I. Q. was 72.50.

TABLE III

DISTRIBUTION OF THE I. Q.'S
OF THE SEVENTY-EIGHT BOYS STUDIED

I. Q.'s	No.
95 - 99	1
90 - 94	1
85 - 89	5
80 - 84	8
75 - 79	25
70 - 74	17
65 - 69	13
60 - 64	4
55 - 59	2
50 - 54	1
45 - 49	1
Total	78
Median I. Q.	75

Of the three girls whose I. Q.'s were 70 or above, one was doing domestic work, another was in the Navy, and the third had married. Of the seven boys whose I. Q.'s were above 85, two were in the Navy and one in the Army. One had recently been honorably discharged from the Army and was a tree surgeon at the time of investigation. Another was an attendant at the Metropolitan State Hospital. A sixth was employed as a mechanic in a garage, and the seventh was working in a dairy. Of those at the other end of the scale, one had been committed to an institution for the feeble-minded, another was landscaping, a third was doing kitchen work in a hotel, and the fourth, although his I. Q. was reported as only 59, was doing very well as an automobile mechanic.

In Table IV, the distribution of the I. Q.'s of the girls is presented. The range was from 52 to 80. The great central group fell between 65 and 79. Above 80 I. Q. there were three (13.64 per cent), and below 60 I. Q. there were two (9.09 per cent). The median I. Q. was 72.50.

TABLE IV

DISTRIBUTION OF THE I. Q.'S
OF THE TWENTY-TWO GIRLS STUDIED

I. Q.'s	No.
80 - 84	3
75 - 79	6
70 - 74	6
65 - 69	5
60 - 64	0
55 - 59	1
50 - 54	<u>1</u>
Total	22
Median I. Q.	72.50

Of the three girls whose I. Q.'s were 80 or above, one was doing domestic work, another was an elevator girl, and the third had married. This girl had become a very good housekeeper, from all appearances, and her baby showed the results of excellent care. Of the two girls on the other end of the scale, one who was very hard of hearing had been graduated from the Horace Mann School for the Deaf, and at the time of investigation was attending a trade school. The other girl was helping at home.

It is compulsory in Massachusetts for boys and girls to attend school until they are sixteen years old. The majority, or 61.54 per cent, of the boys left school when they had reached that age. Eighteen, or 23.08 per cent, of the boys remained in school longer than was required. Four were still in school when interviewed, six had been committed to institutions for the feeble-minded, and sixty-eight had left school. These data are given in Table V.

TABLE V*

DISTRIBUTION OF THE SIXTY-EIGHT BOYS WHO HAD LEFT SCHOOL
 ACCORDING TO AGE ON LEAVING SCHOOL
 AND NUMBER OF YEARS OUT OF SCHOOL

No. Years out of School	Leaving under Sixteen	Leaving at Sixteen	Leaving over Sixteen	Total
11 (1936)	0	7	2	9
10 (1937)	0	2	0	2
9 (1938)	0	4	0	4
8 (1939)	0	2	2	4
7 (1940)	0	3	3	6
6 (1941)	0	3	4	7
5 (1942)	0	5	1	6
4 (1943)	0	9	1	10
3 (1944)	0	1	2	3
2 (1945)	0	7	1	8
1 (1946)	<u>2</u>	<u>5</u>	<u>2</u>	<u>9</u>
Total	2	48	18	68

Per cent of entire group of boys (seventy-eight) leaving
 at sixteen years of age - 61.54

*Figures in parentheses represent the years in which
 these boys left school

The two who did not remain in school until they were sixteen were given work certificates to help at home, one on a farm, and the other with his father's business, tree surgery. The eighteen, or 23.08%, who remained in school after reaching sixteen are discussed under Educational Findings.

At the time of the investigation, one girl had been committed to an institution for the feeble-minded and one was in trade school. Of the twenty who had left school, the data are given in Table VI.

TABLE VI*

DISTRIBUTION OF THE TWENTY GIRLS WHO HAD LEFT SCHOOL
ACCORDING TO AGE ON LEAVING SCHOOL AND NUMBER OF YEARS OUT OF SCHOOL

No. Years out of School	Leaving under Sixteen	Leaving at Sixteen	Leaving over Sixteen	Total
11 (1936)	0	2	2	4
10 (1937)	0	0	1	1
9 (1938)	0	1	1	2
8 (1939)	0	0	0	0
7 (1940)	0	0	0	0
6 (1941)	0	2	1	3
5 (1942)	0	0	1	1
4 (1943)	0	0	2	2
3 (1944)	0	3	0	3
2 (1945)	0	0	2	2
1 (1946)	0	1	1	2
Total	0	9	11	20

Per cent of entire group of girls (twenty-two) leaving at sixteen years of age - 40.91

*Figures in parentheses represent the years in which these girls left school.

The eleven, or 50%, who remained in school after reaching sixteen are discussed under Educational Findings.

Data as to the chronological ages of the boys at the time of the investigation are given in Table VII. The age range was from fifteen years and eleven months to twenty-eight years and five months, with a mean age of twenty years and eight months.

TABLE VII

DISTRIBUTION OF THE AGES OF THE SEVENTY-FIVE BOYS
WHO WERE LIVING AT THE TIME OF THIS INVESTIGATION

Ages - October 1947					No.
Years	Months	to	Years	Months	
27	-	11	28	-	10
26	-	11	27	-	10
25	-	11	26	-	10
24	-	11	25	-	10
23	-	11	24	-	10
22	-	11	23	-	10
21	-	11	22	-	10
20	-	11	21	-	10
19	-	11	20	-	10
18	-	11	19	-	10
17	-	11	18	-	10
16	-	11	17	-	10
15	-	11	16	-	10
Total					75
Mean Age - 20 years - 8 months					

Two of the six boys who had not reached their seventeenth birthday when they were interviewed became seventeen before the close of the year 1947; two were still in school, and two had been given work certificates.

Data as to the chronological ages of the girls at the time of the investigation are given in Table VIII. The age range was from seventeen years and three months to twenty-nine years and six months, with a mean age of twenty-two years and four months.

	No.	Per Cent
In service	42	53.91
Deferred to work at defense jobs	9	12.00
In institutions	5	6.51
Rejected because of physical disabilities	3	3.91
Too young	18	23.33
Total	76	100.00

Forty-one of the boys, or TABLE VIII cont., served their country during World War II. DISTRIBUTION OF THE AGES OF THE TWENTY-ONE GIRLS now, One WHO WERE LIVING AT THE TIME OF THIS INVESTIGATION

boy was killed in action. The number of boys now serving their country will

Ages - October 1947

No.

Years	Months	Years	Months	
28	-	11	to	29
27	-	11		10
26	-	11		10
25	-	11		10
24	-	11		10
23	-	11		10
22	-	11		10
21	-	11		10
20	-	11		10
19	-	11		10
18	-	11		10
17	-	11		10
16	-	11		10
		17	-	10
				<u>2</u>

Total 21

Mean Age - 22 years - 4 months

Of the seventy-eight boys studied, two had died before the United States had entered World War II. The military status of the seventy-six boys who were living during World War II is of interest, and the findings are shown in Table IX.

TABLE IX

MILITARY STATUS OF SEVENTY-SIX MEN IN THE STUDY

Status	No.	Per Cent
In service	41	53.94
Deferred to work at defense jobs	9	12.00
In institutions	5	6.57
Rejected because of physical disabilities	3	3.94
Too young	18	23.55
Total	76	100.00

One had been divorced. Table XI gives the marital status of the boys.

Forty-one of the boys, or 53.94 per cent, served their country during World War II or are at the present time in either the Army or Navy. One boy was killed in action. The number of boys now serving their country will be shown in Table XXXIV. Nine boys, or 12%, were deferred to work at defense jobs or on farms. Three boys were rejected because of physical disabilities; one for a hernia, another because of a nervous disorder, and a third because of an arm injury. Five of the boys were in institutions for the feeble-minded during World War II, and eighteen were too young.

The I. Q.'s of the boys in the service ranged from 45 to 96. Table X shows this range.

TABLE X
DISTRIBUTION OF THE I. Q.'S OF THE BOYS IN THE SERVICE

No. of Children in the Service

I. Q.'s	No.	Total Children
95 - 100	1	0
90 - 94	1	2
85 - 89	5	4
80 - 84	3	2
75 - 79	15	9
70 - 74	10	2
65 - 69	3	1
60 - 64	1	0
55 - 59	1	0
50 - 54	0	0
45 - 49	1	0
Total		41
Median I. Q. -		76

The median I. Q. for the group in the service was 76. This is slightly higher than the median I. Q. for the entire group of boys.

Some of the boys were married and supporting their wives and families. One had been divorced. Table XI gives the marital status of the boys.

TABLE XI
MARITAL STATUS OF THE MEN IN THE STUDY

Status	No.	Per Cent
Unmarried	69	88.46
Married	8	10.26
Divorced	<u>1</u>	<u>1.28</u>
Total	78	100.00

One person in this married group had three children, two had two children, two had one child, and three had no children. There were nine children in the entire group. Table XII shows these data.

TABLE XII
OFFSPRING OF THE MARRIED GROUP OF MEN

No. of Children	No. of Men Studied	Total Children
0	3	0
1	2	2
2	2	4
3	<u>1</u>	<u>3</u>
Total	8	9

As has been shown in Table II, nine of the twenty-two girls studied were married. Table XIII shows the per cent and marital status of the girls.

Some of the married parents were born in the United States. A large number of the parents were born in foreign countries, mostly from other European countries, and a few from Canada. The data are presented in Table IV.

TABLE XIII
MARITAL STATUS OF THE WOMEN IN THE STUDY

Status	No.	Per Cent
Unmarried	13	59.09
Married	9	40.91
Divorced	0	0
Total	22	100.00

In this group of married persons, one woman had three children, two had two children, three had one child each, and three had no children. There were ten children in the entire group. These data are shown in Table XIV.

TABLE XIV
OFFSPRING OF THE MARRIED GROUP OF WOMEN

No. of Children	No. of Women Studied	Total Children
0	3	0
1	3	3
2	2	4
3	1	3
Total	9	10

The seventy-eight boys and twenty-two girls of this study are combined in one table to show their nationality descent. Forty-six per cent were from American-born parents. A large number of the parents were born in Italy. There were some from other European countries, and a few from Canada. The data are presented in Table XV.

TABLE XV

NATIONALITY DESCENT OF THE BOYS AND GIRLS IN THE STUDY

Nationality	No.	Per Cent	Per Cent
Boys leaving American after leaving Junior High School	46	46	52.63
Boys leaving Italian	30	30	
Special Class Irish	8	8	
Boys leaving Portuguese	5	5	
Boys leaving English	4	4	
Boys leaving Canadian	3	3	
Feeble-minded French	2	2	7.63
Scotch	1	1	
Boys leaving Polish	1	1	10.26
Total	100	100	30.77

Educational findings. Fifty-one and twenty-eight one hundredths

per cent, or forty, of the seventy-eight boys studied had no further formal education than that obtained in the Junior High Special Class. Six were committed to state schools for the feeble-minded, and eight were sent to trade schools. Two of these boys were still attending trade school at the time of the investigation where they were learning to be garage mechanics. Twenty-four, or 30.77 per cent, were sent on to the regular Junior High School. These data are presented in Table XVI.

TABLE XVI
DISTRIBUTION OF BOYS LEAVING THE JUNIOR HIGH SPECIAL CLASS

	No.	Per Cent
Boys having no further education after leaving the Junior High Special Class	40	51.28
Boys leaving Junior High Special Class for institutions for the feeble-minded	6	7.69
Boys leaving Junior High Special Class for trade school	8	10.26
Boys sent on to regular Junior High School	<u>24</u>	<u>30.77</u>
Total	78	100.00

Among the twenty-two girls who had attended the Junior High Special Class, seven, or 31.81 per cent, had no further formal education. One was committed to an institution for the feeble-minded, and one was transferred to the Horace Mann School for the Deaf. After being graduated from there, she was sent to trade school to take up sewing. Thirteen, or 59.09 per cent, were sent on to the regular Junior High School. Table XVII presents these data.

Grade Level	No. of Boys
I-1	3
I-2	2
II-1	2
II-2	2
III-1	2
III-2	2
IV-1	2
IV-2	2
V-1	3
V-2	2
VI-1	2
VI-2	2
Total	13
Median Grade -	IV-2

The range of achievement TABLE XVII

DISTRIBUTION OF GIRLS LEAVING THE JUNIOR HIGH SPECIAL CLASS

	No.	Per Cent
Girls having no further education after leaving Junior High Special Class	6	27.27
Girls leaving Junior High Special Class for institution of the feeble-minded	1	4.55
Girls leaving Junior High Special Class for the Horace Mann School for the Deaf	1	4.55
Total	14	63.63
Grade Level	No. of Girls	
I-1	1	
II-1	0	
III-1	0	
IV-1	1	
IV-2	7	
V-1	3	
V-2	5	
VI-1	2	
VI-2	4	
Total	40	100.00

The grade levels achieved by the forty boys who had no further formal education beyond the Junior High Special Class are shown in Table XVIII.

TABLE XVIII

GRADE LEVEL OF ACHIEVEMENT OF THE FORTY BOYS WHO COMPLETED THEIR FORMAL EDUCATION AT JUNIOR HIGH SPECIAL CLASS

Grade Level	No. of Boys
I-2	3
II-1	2
II-2	2
III-1	4
III-2	6
IV-1	2
IV-2	7
V-1	3
V-2	5
VI-1	2
VI-2	4
Total	40
Median Grade - IV-2	

TABLE XXII

DISTRIBUTION OF GRIPS LEAVING THE TUNNEL HIGH SPORADICAL CLASS

PER CENT NO.

15.75

0

GRIPS PERCENT ON IMPERFECT ASSOCIATION
AFTER LEAVING TUNNEL HIGH SPORADICAL CLASS

22.41

1

GRIPS LEAVING TUNNEL HIGH SPORADICAL
CLASS FOR INTEGRATION TO THE
LEAPING-MINING

22.41

1

GRIPS LEAVING TUNNEL HIGH SPORADICAL
CLASS FOR THE HORSES WHOSE SPORADICAL
TO THE DUST

38.88

0

GRIPS PERCENT OF LEAPING-MINING
HIGH SPORADICAL

100.00

55

TOTAL

THE LEAPING-MINING HORSES WHOSE SPORADICAL CLASS FOR THE DUST
SHOWS THE LEAPING-MINING HORSES WHOSE SPORADICAL CLASS FOR THE DUST

TABLE XXIII

TABLE XXIII

GRADE LEVEL OF ACQUISITION OF THE HORSES SHOWING
WHO COMPLETED THEIR NORMAL EDUCATION TO TUNNEL HIGH SPORADICAL CLASS

GRADE LEVEL NO. OF HORSES

3	S-I
2	I-II
1	S-II
0	I-III
1	S-III
2	I-VI
3	S-VI
2	I-V
1	S-V
0	I-IV
1	S-IV

TOTAL
MATERIAL GRIPS - S-VI - I-V

The range of achievement was from the second half of Grade I through the second half of Grade VI. The large central group, or 47.5 per cent, finished at levels between III-1 and IV-2. Of the group, eight boys, or 20 per cent, succeeded at Grade V level, and six, or 15 per cent, at Grade VI level, while seven, or 17.5 per cent, failed to reach Grade III level.

The grade levels achieved by the six girls who had no further formal education beyond the Junior High Special Class are shown in Table XIX.

TABLE XIX

GRADE LEVEL OF ACHIEVEMENT OF THE SIX GIRLS
WHO COMPLETED THEIR FORMAL EDUCATION AT JUNIOR HIGH SPECIAL CLASS

Grade Level	No. of Girls
I-1	1
I-2	0
II-1	2
II-2	1
III-1	0
III-2	0
IV-1	0
IV-2	0
V-1	0
V-2	<u>2</u>
Total	6
Median Grade -	II-1

The three girls who had reached only Grade I-1 and Grade II-1 level were of I. Q.'s ranging from 52 to 77. They were all helping at home and under the watchful guidance of their families. The girl who had reached Grade II-2 level was married and the mother of two children. She was doing a fair piece of work as a homemaker. One of the two girls who had reached Grade V-2 level was self-supporting, working in a candy factory. The other

Figure 1 shows the mean scores for the six groups. The results of the analysis of variance are as follows: The first factor, grade, has a significant effect on the mean scores, with the highest mean for Grade VI and the lowest for Grade I. The second factor, sex, has a significant effect on the mean scores, with males having higher scores than females. The interaction between grade and sex is not significant.

The results of the paired comparisons show that the mean scores for the different grades are significantly different. The mean score for Grade VI is significantly higher than that for Grade I, Grade II, Grade III, Grade IV, and Grade V. The mean score for Grade V is significantly higher than that for Grade I, Grade II, Grade III, and Grade IV. The mean score for Grade IV is significantly higher than that for Grade I, Grade II, and Grade III. The mean score for Grade III is significantly higher than that for Grade I, Grade II, and Grade IV. The mean score for Grade II is significantly higher than that for Grade I.

TABLE XIX

GRADE LEVEL OF ACHIEVEMENT OF THE SIX CLASSES
WHO COMPLETED THEIR FIFTH DECOLLAGE HIGH SPECIAL CLASS

No. of girls Grade Level

I	I-I
0	S-I
2	I-II
1	S-II
0	I-III
0	S-III
0	I-VI
0	S-VI
0	I-V
2	S-V

Total
Number of girls - 11

girl who had reached Grade V-2 level was married, the mother of one child, and doing well as a homemaker.

Of the twenty-four boys who were sent on to the regular Junior High, two are yet in school; one in Grade IX at eighteen years of age, and the other in Grade XI, also eighteen years old. They are both meeting the requirements of and progressing with their grades. The grade levels achieved by the other twenty-two boys who were sent to the regular Junior High are shown in Table XX.

TABLE XX

GRADE LEVEL OF ACHIEVEMENT OF THE TWENTY-TWO BOYS
WHO ENTERED THE REGULAR JUNIOR HIGH SCHOOL
AND LEFT EITHER FROM JUNIOR OR SENIOR HIGH

Grade Level	No. of Boys
VII	8
VIII	6
IX	5
X	2
XI	1

The girl who had reached Grade VII level had been graduated from

High School and was employed as Total 22 United States Department
of War Assets after having undergone a civil service examination.

The two boys who had reached Grade X level and the one boy who reached Grade XI level left school to join the Navy. In all probability, they would have been graduated from High School if they had remained in school.

All of the eight boys who reached Grade VII level left school when they were sixteen years old. Of the six boys who achieved Grade VIII level, two left when they were sixteen years of age, three left to join the Navy, and one to enlist in the Army. Of the group of five boys to reach Grade IX

level, only one left at sixteen, another left unwillingly to work on his father's farm during World War II, two left to join the Navy, and the fifth joined the Marines.

The grade levels achieved by the fourteen girls who were sent on to the regular Junior High School are shown in Table XXI.

TABLE XXI

GRADE LEVEL OF ACHIEVEMENT OF THE FOURTEEN GIRLS
WHO ENTERED THE REGULAR JUNIOR HIGH SCHOOL
AND LEFT EITHER FROM JUNIOR OR SENIOR HIGH

Grade Level	No. of Girls
VII	3
VIII	3
IX	3
X	3
XI	1
XII	1
Total	14
Median Grade	- IX

The girl who had reached Grade XIII level had been graduated from High School and was employed as a typist in the United States Department of War Assets after having successfully passed a civil service examination.

The distribution of the I. Q.'s of the twenty-four boys who entered the regular Junior High School is shown in Table XXII. The range was from 69 to 90.

Total	11	100.00
Median I. Q.	- 75.5	

The great central group was between 70 and 79, comprising about 64.29 per cent. The median I. Q. for this group was 75.5 which is slightly higher than the median I. Q. for the entire group.

Data concerning the length of time spent in special classes by the

TABLE XXII
DISTRIBUTION OF THE I. Q.'S OF THE TWENTY-FOUR BOYS
WHO ENTERED THE REGULAR JUNIOR HIGH SCHOOL

I. Q. .	Age No.	Per Cent
90-95	1	4.17
85-89	3	12.50
80-84	4	16.66
75-79	8	33.33
70-74	7	29.17
65-69	1	<u>4.17</u>
Total	24	100.00
Median I. Q. -	76	

The great central group was between 75 and 84, comprising about 50 per cent. The median I. Q. for this group was 76, which is slightly higher than the median for the entire group.

The distribution of the I. Q.'s of the fourteen girls who entered the regular Junior High School is shown in Table XXIII. The range was from 69 to 80.

TABLE XXIII

DISTRIBUTION OF THE I. Q.'S OF THE FOURTEEN GIRLS
WHO ENTERED THE REGULAR JUNIOR HIGH SCHOOL

I. Q.	Age No.	Per Cent
80-85	3	21.43
74-79	5	35.71
70-75	4	28.57
64-69	2	<u>14.29</u>
Total	14	100.00
Median I. Q. -	75.5	

The great central group was between 70 and 79, comprising about 64.28 per cent. The median I. Q. for this group was 75.5 which is slightly higher than the median I. Q. for the entire group.

Data concerning the length of time spent in special class by the seventy-eight boys of the study are shown in Table XXIV.

TABLE XXIV
No. of Boys

NUMBER OF YEARS SPENT IN SPECIAL CLASS
BY THE SEVENTY-EIGHT BOYS IN THE STUDY

No. of Years	No. of Boys
1-2	13
2-3	15
3-4	11
4-5	9
5-6	5
6-7	8
7-8	8
8-9	6
9-10	3
Total	78

Two girls, or 9.09 per cent, had spent more than seven years in special classes, and one, or 4.55 per cent, had spent only one year there.

Average time spent in special class - 4.48,
or about four years, nine months

Three boys, or 3.85 per cent, had spent more than nine years in special classes, and thirteen, or 16.67 per cent, had spent between one and two years there; none of the group had been in special class less than one year. The average time spent in special class was about four years and nine months.

Data concerning the length of time spent in special class by the twenty-two girls of the study are shown in Table XXV.

TABLE XXV

NUMBER OF YEARS SPENT IN SPECIAL CLASS
BY THE TWENTY-TWO GIRLS IN THE STUDY

No. of Years	No. of Girls
1-2	1
2-3	6
3-4	7
4-5	1
5-6	3
6-7	2
7-8	1
8-9	1
Total	22

Average time spent in special class - 4.13,
or about four years, one month

Two girls, or 9.09 per cent, had spent more than seven years in special classes, and one, or 4.55 per cent, had spent only one year there. None of the group had been in special class for less than a year. The average time spent by the girls in special class was about four years and one month.

The homes of the twenty-four boys who entered the regular Junior High were rated, and the data are shown in Table XXVI.

TABLE XXVI

ECONOMIC STATUS OF THE HOMES OF THE TWENTY-FOUR BOYS IN THE STUDY
WHO WERE SENT TO THE REGULAR JUNIOR HIGH SCHOOL

Type of Home	No. of Boys	Per Cent
1	0	0.00
2	5	20.83
3	16	66.67
4	3	12.50
5	0	0.00
Total	24	100.00

None of the boys in this group came from very superior homes, and none from very inferior ones. The majority, or 66.67 per cent, came from average homes. Five of the homes were found to be superior, and three were considered inferior.

The homes of the fourteen girls who entered the regular Junior High from special class were rated and the data are presented in Table XXVII.

TABLE XXVII

ECONOMIC STATUS OF THE HOMES OF THE FOURTEEN GIRLS IN THE STUDY WHO WERE SENT TO THE REGULAR JUNIOR HIGH SCHOOL

Type of Home	No. of Girls	Per Cent
1	0	0.00
2	4	28.57
3	8	57.14
4	0	0.00
5	2	<u>14.29</u>
Total	14	100.00

None of the girls in this group came from very superior homes, but four of the homes were considered superior. Most of the girls, or 57.14 per cent, came from average homes. Two of the homes were considered very inferior.

Delinquency. In order to find out the per cent of delinquency among the students of this study, the entire list of names was checked with those names on file at the Juvenile Court. It was found that none of the girls' names appeared on the court list. Of the seventy-eight boys, eleven, or 14 per cent, were found to have been delinquent at least once. This was lower than either the Newton group studied by Kellogg (55) which was

35 per cent and the Worcester group studied by McKeon (56) which was 24.29 per cent.

The charges against this group total fifteen and are shown in Table XXVIII.

TABLE XXVIII

CHARGES RECORDED AT JUVENILE COURT AGAINST ELEVEN BOYS

Offense	No. of Charges
Malicious injury to property	1
Breaking, entering and larceny	3
Truancy	3
Larceny of automobile	1
Disturbing public assembly	2
Operating uninsured automobile	1
Operating unregistered automobile	1
Using automobile without authority	1
No inspection sticker	1
Indecent assault	1
Total	15

Breaking, entering and larceny along with truancy constituted about 40 per cent.

The number of charges recorded against each of these individuals at the Juvenile Court is shown in Table XXIX.

TABLE XXIX

NUMBER OF CHARGES RECORDED AT THE JUVENILE COURT
AGAINST EACH OF THE ELEVEN OFFENDERS

No. of Boys	No. of Charges Each	Total No. of Charges
8	1	8
2	2	4
1	3	3
Total		15

Of the eleven boys with delinquency records, eight, or about 73 per cent, had only one charge against them; two had had two charges each, and one boy had had three. At the time of the investigation, one boy had been committed to the Department of Defective Delinquents and had been placed at a state farm.

The disposal of the eleven cases in the Juvenile Court is shown in Table XXX.

TABLE XXX

DISPOSAL OF ELEVEN CASES IN JUVENILE COURT

Disposal	Juvenile Court	Per Cent
Fined	2	18
On probation	6	55
Sentenced	3	27
Totals	11	100

The delinquency records of the total group of seventy-eight boys are shown in Table XXXI. Less than 15 per cent had been found delinquent, and more than 85 per cent had never been charged with any offense.

TABLE XXXI

DELINQUENTS AND NONDELINQUENTS
OF TOTAL GROUP OF SEVENTY-EIGHT BOYS

Status	No.	Per Cent
Probationed	6	7.69
Served sentence	2	2.56
Serving sentence	1	1.29
Other disposal	2	2.56
Total delinquents	11	14.10
Nondelinquents	67	85.90
	78	100.00

The relationship between the delinquency and the level of intelligence of the offenders is shown in Table XXXII.

Type of Home	No. Having Only One Charge	No. Having More Than One Charge	Total	Per Cent
DISTRIBUTION OF THE I. Q.'S OF THOSE HAVING ONLY ONE CHARGE AND THOSE HAVING MORE				
I. Q.'s	No. Having Only One Charge	No. Having More Than One Charge	Total	
75-79	3	2	5	
70-74	2	0	2	
65-69	3	1	4	
Totals	8	9	11	
Mean I. Q. - 72		77		

It would seem that there was a difference of .05 in comparing the mean I. Q. of those having only one charge against them and of those having more than one charge. Those having more than one charge against them would appear to have the higher I. Q. The numbers were too small, however, from which to draw any conclusion.

It was of interest to this study to note the socio-economic conditions of the homes of the delinquent boys. Very superior homes were rated 1, superior homes 2, average homes 3, inferior homes 4, and very inferior homes 5. One boy came from a superior home, and one from a very inferior home. The majority were found to have come from average homes. These data are shown in Table XXXIII.

TABLE XXXIII

ECONOMIC STATUS OF THE HOMES OF THOSE HAVING ONE CHARGE
AND OF THOSE HAVING MORE THAN ONE CHARGE

Type of Home	No. Having Only One Charge	No. Having More Than One Charge	Total	Per Cent
1	0	0	0	0.00
2	1	1	2	18.18
3	6	2	8	72.73
4	0	0	0	0.00
5	1	0	1	9.09
Totals	8	3	11	100.00

The fact that the majority of the delinquent boys in this study were found to have come from average homes was not in agreement with the findings of McKeon's (56) study. She found that about one-half of the delinquent group in her study came from inferior homes, three-eighths from very inferior homes, and one-eighth from average homes. It must be remembered, however, that McKeon's study was done in a large city, whereas the present study was attempted in a suburban community. The number here was too small from which to draw any conclusive evidence.

Vocational findings. The data as to the employment or non-employment of the entire group of boys are presented in Table XXXIV.

TABLE XXXIV

GENERAL CLASSIFICATION OF THOSE BOYS WHO HAD WORKED
AND THOSE WHO HAD NEVER WORKED

Those Never Employed

In institutions	8	
Still at school	4	
Deceased	<u>1</u>	
Total	13	13

Those Employed at Some Time

In service of country	9	
Employed full time	32	
Employed part time	21	
In institution	1	
Deceased	<u>2</u>	
Total	65	65

Twenty, or 31.67 per cent of the girls of the entire group had never

Total 78

Thirteen, or 16.67 per cent, of the entire group of boys had never been employed since leaving school, while sixty-five, or 83.33 per cent, had been employed some of the time. Of the thirteen boys who were unemployed, eight had been committed to institutions and four were still in school. One of the boys who had been in ill health for quite some time had died shortly after leaving school.

The data as to the employment or nonemployment of the entire group of girls are presented in Table XXXV.

TABLE XXXV

GENERAL CLASSIFICATION OF THOSE GIRLS WHO HAD WORKED
AND THOSE WHO HAD NEVER WORKED

Occupation	Those Never Employed	Occupation	Those Employed at Some Time
Delivery service		Landscaping	
Factory work	In institution	Waitress	1
Farm work	At home	Waitress	5
Garage work	In school	Waitress	1
Helpers			
Hospital work	Total		7
			7
	Total		
		Employed full time	8
		Employed part time	6
		Deceased	1
		Total	15
			15
		Total	22

Table XXXV shows that the total number, or 45, of girls, were employed at landscaping, Total 15, or 33.33 per cent, were employed at delivery service, Total 7, or 15.56 per cent, at hospital work, Total 7, or 15.56 per cent, at farm work, Total 15, or 33.33 per cent, at garage work, Total 1, or 2.22 per cent, at helpers, Total 1, or 2.22 per cent, and one hundred and twenty-four, or 27.78 per cent, were unemployed. Seven, or 31.82 per cent, of the girls of the entire group had never been employed, while fifteen, or 68.18 per cent, of the group had been employed some of the time. Of the seven who were unemployed, one had been committed to an institution, five were helping at home, and one was in trade school.

Nine of the sixty-five boys who had been employed had left school to join the Navy and had not been employed otherwise. Table XXXVI shows the summary of the occupations of the other fifty-six boys. Most of them had found work at unskilled or semi-skilled labor.

Occupation	Number
Farm work	3
Driving Farm	3
General help	23
Greenhouse	12
Garage work	1
Repairing	4
Washing	1
	5

TABLE XXXVI (continued)

SUMMARY OF FIFTY-SIX BOYS' OCCUPATIONS

Occupation	No.	Occupation	No.
Delivery service	3	Landscaping	24
Factory work	9	Machine operators	12
Farm work	28	Miscellaneous	23
Garage work	5	Own business	3
Helpers	11	Tradesmen	7
Hospital work	3		—
Total			128

The fifty-six boys who had been employed had held in all one hundred and twenty-eight jobs, making an average of 2.29 jobs each. Table XXXVII shows that the largest number, or 21.88 per cent, were employed at landscaping, 18.75 per cent at farm work, 9.38 per cent were machine operators, and 7.03 per cent were factory workers. The remaining 34.37 per cent were employed in six or more different kinds of occupations.

TABLE XXXVII

DETAILED ANALYSIS OF THE BOYS' OCCUPATIONS

Occupation	No.	Occupation	No.
Delivery service	3	Helpers	11
Bakery	2	Carpenter	1
Laundry	1	Junkmen	2
Factory work	28	Mason	1
Boxes	1	Milkman	1
Rubber	7	Pinboy	—
Shingle	1	Bowling alley	1
Farm work	9	Shipper	1
Dairy farm	3	Stable	1
General help	23	Stockroom	3
Greenhouses	2	Hospital work	11
Garage work	4	Kitchen aid	2
Repairing	1	Orderly	3
Washing	5		

TABLE XXXVII (Continued)

DETAILED ANALYSIS OF THE BOYS' OCCUPATIONS

Occupation	No.	Occupation	No.
Landscaping		Miscellaneous (continued)	
Cemetery caretaker	3	Plastic worker	1
Gardener	19	Railroad worker	1
Greenskeeper	<u>2</u>	Road worker	1
Machine operators		Sorter - wool	1
Cement blocks	1	Tree service	3
Electric motor	2	Truck drivers	<u>4</u> 23
Gauge-making machine	6	Own business	
Shoe shop	2	Dairy	1
Welder	<u>1</u> 12	Landscaping	1
Miscellaneous		Trucking	<u>1</u> 3
Florist	2	Tradesmen	
Gas station attendant	3	Auto mechanic	3
Newsboy	2	Carpenter	1
Packers - vegetable	3	Machinist	1
Painter	2	Moulder	1
		Steamfitter	<u>1</u> 7
Total			128

In this suburban community there is not the wide variety of work that there is in the larger communities. Those employed as machine operators, factory workers and hospital workers had sought and obtained employment in neighboring cities. There is, however, an opportunity for farming, landscaping, delivery service and garage work in the community where this investigation was done. Employers of these special-class boys found most of them to be willing workers, thrifty and steady, once adjustment to the work had been made.

One young man was running a dairy farm of his own. His brother had been called to the service of his country; his father, an invalid, was unable to take over the business, so it became necessary for this boy to

leave school and carry on the business for his family. His I. Q. was 79, and he had been in special class for two years prior to being transferred to the regular Junior High. He had reached Grade IX level when at seventeen he was obliged to leave school. When interviewed, he expressed the desire of furthering his education, if possible. He was an enterprising lad, and, from all appearances, was doing well with his farm.

Another boy had saved his money and bought a truck. At the time of this investigation he was the owner of his own trucking business and making about fifty dollars a week net profit.

A young man (I. Q. 66) who had spent eight years in special class was twenty-seven years old when interviewed. He had been married and was the father of three children. For five years after leaving school he had worked for a landscape gardener. During this time he had studied the business and saved his money. After having been in the service and overseas for three years, he had been able to go into business for himself. He was making a net profit of forty dollars a week, and some weeks would make as much as ninety dollars. He had bought land from the town on an unaccepted street and intended to build his own home himself.

Another boy (I. Q. 85) upon leaving school at sixteen obtained a job as a bottle washer in a dairy. When interviewed four years later he had become a dairy mechanic at thirty dollars a week.

One boy whose I. Q. was 77 had learned iron-moulding. He was making forty-eight dollars a week, was married and providing a good home for his wife and one child.

A young man (I. Q. 75) who had spent two years in special class and

was then transferred to the regular Junior High left school at sixteen upon reaching Grade VII level. He had become an auto mechanic and was making forty dollars a week. He married and was providing a good home for his wife. He had no children.

The distribution of the weekly wages of the fifty-six boys is shown in Table XXXVIII.

The wages ranged from eighteen dollars to sixty dollars, with a median wage of thirty-two dollars and fifty cents.

One young man whose I. Q. was 88 had spent one year in special class and then was sent to the regular Junior High. At seventeen he had reached Grade level IX when he left school to join the Air Corps. He was a paratrooper for three years. When the war was over he went to work in his father's garage and became an auto mechanic. At the time of the investigation he had obtained a job in a larger garage and was making sixty dollars a week. He was unmarried and living at home with his mother and father.

Six of the boys had never earned more than twenty dollars a week. One boy (I. Q. 82) had been a newsboy for a year after leaving school, but at the end of that time it was necessary to commit him to a state hospital because of epilepsy. The other five boys whose I. Q.'s ranged from 65 to 71 had done odd jobs such as mowing lawns, setting up pins in bowling alleys and helping a shippers' clerk. These boys had never had steady employment.

TABLE XXXVIII

DISTRIBUTION OF THE WEEKLY WAGES
OF THE FIFTY-SIX BOYS EMPLOYED
EXCLUSIVE OF THE ARMY AND NAVY

Weekly Wages	No.
Under \$20	6
\$20 - \$24	7
\$25 - \$29	5
\$30 - \$34	7
\$35 - \$39	11
\$40 - \$44	10
\$45 - \$49	4
Over \$50	6
Total	56
Median wage - \$32.50	

According to Table XXXIV, thirteen of the seventy-eight boys in this study had never been gainfully employed, and sixty-five had worked either all or part of the time since leaving school. In Table XXXIX is presented the percentage of time spent at work by the seventy-eight boys in the study. Forty-one, or 55.56 per cent, had worked steadily since leaving school. In this group are included the nine boys who had left school to join the Navy, and at the time of investigation were still in that branch of the service. The remainder of the group had been idle for some of the time. These percentages are as near correct as the boys themselves or the members of their families could recall.

SUMMARY OF THE FIFTY-SIX BOYS' OCCUPATIONS

Occupation	No.
Factory worker	4
Machine operator	6
Miscellaneous	11
Total	21

TABLE XXXIX

PERCENTAGE OF TIME SPENT AT WORK
BY THE SEVENTY-EIGHT BOYS

Per Cent of Time Employed	No. of Boys	Per Cent of Boys
100	41	52.56
90 - 99	0	0.00
80 - 89	5	6.41
70 - 79	0	0.00
60 - 69	1	1.28
50 - 59	8	10.26
40 - 49	0	0.00
30 - 39	4	5.13
20 - 29	6	7.69
10 - 19	0	0.00
1 - 9	0	0.00
0	<u>13</u>	<u>16.67</u>
Totals	78	100.00

Fifty-five, or 70.51 per cent, of the young men had been employed 50 per cent or more of the time.

It appears that most of these young men were successful in finding work. This is in agreement with McKeon (56) who found that 77 per cent of the young men in her study were employed at least 50 per cent of the time.

Table XL shows the summary of the occupation of the fifteen girls in the study who had found employment after leaving school.

TABLE XL

SUMMARY OF THE FIFTEEN GIRLS' OCCUPATIONS

Occupation	No.
Factory worker	4
Machine operator	6
Miscellaneous	<u>11</u>
Total	21

The fifteen girls who had been employed had held in all twenty-one jobs, or an average of 1.4 jobs each. It has been shown that the boys in the study had held on an average of 2.29 jobs each. Thomas (23) in a follow-up study of eighty-eight boys and fifty-four girls found that the boys had fewer jobs than the girls between the ages of sixteen and twenty-one. The number of girls in this present study, however, is too small from which to draw any conclusion.

In Table XLI is shown the detailed analysis of the girls' occupations.

TABLE XLI

DETAILED ANALYSIS OF THE GIRLS' OCCUPATIONS

Occupation	No.	Occupation	No.
Factory worker		Miscellaneous (continued)	
Candy packer	1	Elevator girl	1
Rubber	<u>3</u>	Hospital work	
Machine operator	4	Helper in wards	1
Stitcher	2	Laundry work	3
Wire-cutting	<u>4</u>	Messenger girl	1
Miscellaneous	6	Receptionist	1
Cookie packer	1	Typist	<u>1</u> <u>11</u>
Domestic work	2		
Total			21

As has been stated before, this study was made in a suburban community where there is not much opportunity for industrial labor. Ten, or 67 per cent, of the girls found work as did a large number of the boys in the factories of neighboring cities.

A young lady (I. Q. 71) who had been graduated from the regular Junior High School after having spent three years in special class had obtained work in a rubber factory and was making thirty-three dollars a week upon investigation.

Another girl (I. Q. 74) who had spent one year in special class and was graduated from the regular Junior High School had obtained a job with a local laundry and had become a presser. She was making forty-seven dollars a week when investigated.

One of the girls (I. Q. 77) who had spent three years in special class and was then sent to the regular Junior High School had persevered, and at the age of twenty had been graduated from Senior High School. After graduation she became a receptionist in a dentist's office. Later she successfully passed a civil service examination and at the time of investigation was a typist in the United States Department of War Assets. She was making forty dollars a week.

The distribution of the weekly wages of the fifteen girls is shown in Table XLII.

TABLE XLII
DISTRIBUTION OF THE WEEKLY WAGES
OF THE FIFTEEN GIRLS

Weekly Wages	No.
Under \$20	3
\$20 - \$24	0
\$25 - \$29	4
\$30 - \$34	5
\$35 - \$39	1
\$40 - \$44	1
\$45 - \$49	1
Over \$50	0
Total	15
Median wage - \$31	

The wages ranged from four dollars a week with board and room for the domestic worker to forty-seven dollars a week for the presser at the

cleansers' establishment. The median wage for the entire group was thirty-one dollars.

SUMMARY AND CONCLUSIONS

The percentage of time spent at work by the girls in the study is shown in Table XLIII. These percentages are as near correct as the girls or members of their families could recall.

obtained from school officials, the police and social workers, were

TABLE XLIII

PERCENTAGE OF TIME SPENT AT WORK
BY THE TWENTY-TWO GIRLS

Time Employed	Per Cent of Girls	Per Cent of Girls
100	7	31.81
90 - 99	2	9.09
80 - 89	0	0.00
70 - 79	3	13.64
60 - 69	0	0.00
50 - 59	0	0.00
40 - 49	0	0.00
30 - 39	0	0.00
20 - 29	3	13.64
10 - 19	0	0.00
1 - 9	0	0.00
0	7	31.82
Totals	22	100.00

Twelve, or 54.54 per cent, of girls had been employed at least 50 per cent of the time since leaving school. When this 54.54 per cent is added to the 70.51 which was the per cent of boys employed at least one-half of the time, the average for this entire group of seventy-eight boys and twenty-two girls is 62.53 per cent.

Channing (20) in her follow-up study of 949 boys and girls found that 75 per cent of the persons studied had been employed at least one-half of the time.

CHAPTER V
SUMMARY AND CONCLUSIONS

This survey was taken in a suburban community where the general socio-economic conditions are high. Most of the data, exclusive of that obtained from school officials, the police and social workers, were obtained from the boys and girls themselves. Realizing the type of mentality these former students possess, the writer wishes to point out that exact conclusions cannot be drawn. Despite this fact, however, the writer has drawn such conclusions from the tables in this study as seem fair and pertinent.

SUMMARY OF THE FINDINGS

Social findings

1. The age span of the seventy-eight boys in the study was from fifteen years, eleven months, to twenty-eight years, five months. The age span of the twenty-two girls in the study was from seventeen years, three months, to twenty-nine years, six months.
2. At sixteen years of age, 61.54 per cent of the boys and 40.91 per cent of the girls left school.
3. The boys' I. Q.'s ranged from forty-five to ninety-six, and the girls from fifty-two to eighty.
4. Of the group of boys, 53.94 per cent served or are serving their country.

5. There were eight boys, or 10.26 per cent, of the boys' group married, and nine girls, or 40.91 per cent, of the girls' group married.
6. The offspring of the entire group of men and women totaled 19.
7. The American-born parents of the group were 46 per cent.
8. The majority of the homes of the boys and girls of the group were found to be average.

Educational findings

1. The formal education of 51.28 per cent of the boys in the group ended at a median Grade IV, level 2; 63.63 per cent of the girls reached Grade VII level or higher.
2. About 22 per cent of the entire group of boys failed to achieve any more than Grade III, level 2; about 18 per cent of the girls failed to achieve at Grade III, level 1.
3. Thirty-two, or 41 per cent, of the boys, and fifteen, or 68 per cent, of the girls attended either the regular Junior High School or a trade school.
4. The I. Q.'s of the boys who entered the regular Junior High School ranged from 69 to 90; those of the girls from 69 to 80.
5. The greater number of boys (33-1/3 per cent) had spent from two to four years in special classes; thirteen, or 59 per cent, of the girls had spent about the same length of time in special classes.
6. None of the group had been in special class for less than a year.

7. Four boys and five girls of the total group entered Senior High School. One girl was graduated.
8. The homes of the greater number of boys and girls who were able to enter the regular Junior High School were found to be average.

Findings concerning delinquency

1. None of the girls in this study was found to be delinquent. Of the seventy-eight boys studied, eleven, or 14 per cent, were found to have been delinquent at least once.
2. Larceny and truancy were the offenses that occurred most frequently.
3. At the Juvenile Court, eleven boys had fifteen charges against them.
4. Less than 4 per cent of the entire group of boys had served sentences in institutions for reform.
5. Eight boys had only one charge against them; three were recidivists.
6. The majority of the delinquents came from homes rated as average.

Vocational findings

1. Sixty-five boys, or 83.33 per cent, of the group of boys had been employed as also had fifteen girls, or 68.18 per cent, of the group of girls.
2. Thirteen boys, or 16.67 per cent, of the group of boys and seven girls, or 31.82 per cent, of the girls' group had never been employed.

3. The number of jobs held by the fifty-six boy workers, excluding the nine men in the Navy, was 128; those held by the fifteen girls totalled twenty-one. Seventy-one workers of the entire group totalled 149 jobs.
4. More than 52 per cent of the boys and nearly 32 per cent of the girls had been steadily employed since leaving school.
5. More than 70 per cent of the boys and more than 54 per cent of the girls had been employed at least 50 per cent of the time since leaving school.
6. The median weekly wage of the boys in June 1947 was \$32.50; that of the girls was \$31.

CONCLUSIONS AND EDUCATIONAL IMPLICATIONS

Most of the boys and girls in this group came from average country homes, simple, clean and well-kept. The parents of a large number were foreign-born, some finding it difficult to understand the language and customs of this country.

Forty-one of the seventy-eight boys had served our country during World War II, or are now enlisted in the Army or Navy.

Eight boys and nine girls had married, and all but one were settled in good homes. The boys were supporting their wives and children, and the girls were proving themselves to be good homemakers.

More than 60 per cent of the boys had left school at sixteen, as soon as it was legally possible for them to do so. Over 50 per cent of these boys had not achieved more than Grade IV, level 2. More than 50 per cent, however, had reported as having been steadily employed since

leaving school. They had worked at unskilled or semi-skilled jobs, and most of the boys had found employment themselves, having received help from no one. A few had found work through relatives and friends.

About 38 per cent of the boys and 68 per cent of the girls had been sent on to the regular Junior High School, thereby having been given the chance to establish social contacts with children beyond the elementary school age. Fifty-one per cent of the boys and 27 per cent of the girls completed their education in the Junior High Special Class. It would seem that if these children had a chance to attend school in the regular Junior or Senior High that there would be far-reaching effects in promoting mental health. The goal in education is the education of all the children. It is very important that these retarded children be protected from any stigma that comes from segregation.

A coaching teacher might be appointed in the Junior and Senior High Schools to help these retarded children. They could attend art, music, physical education, shop and domestic science classes with the normal groups and be spared the embarrassment of any inferior feeling by being given academic work commensurate with their ability in the coaching class.

Lurie, Schlan and Freiburg (41) have stated that "girls live a more sheltered life than do the boys, and are more easily controlled. They adjust better in the home, working at household tasks and remaining under close supervision of the parents."¹

¹L. A. Lurie, L. Schlan and M. Freiberg, "A Critical Analysis of the Progress of Fifty-five Feeble-minded Children over a Period of Eight Years," American Journal of Orthopsychiatry, Vol. II, January 1932, p. 62.

More than one-half of the girls in this study had had steady employment since leaving school, and those who were unable to work were well supervised in good homes. No delinquency was found among them, and it would seem that all were socially well adjusted with the exception of one who had been committed to an institution for the feeble-minded.

There was some delinquency found among the boys. It was interesting to note that only three of the entire group of seventy-eight had served sentence. Eleven, however, had been found delinquent. Truancy and breaking, entering and larceny were the offenses that occurred most frequently.

It would appear that the majority of the boys and girls studied had adjusted themselves, both vocationally and socially.

The following recommendations are made by which these children might find it easier to become adjusted in their after-school life:

1. A coaching teacher in the Junior and Senior High Schools
2. An opportunity for all special-class students to attend the Junior and Senior High Schools with the help of the coaching teacher
3. Attendance in the regular art, music, shop, domestic science and physical education classes
4. A follow-up service to guide these pupils during the first two or three years after leaving school
5. A survey of the local industries
6. Units of study based on these local industries introduced in the classroom
7. A bureau of vocational guidance

8. Contact established between this bureau of vocational
guidance and local employers.

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